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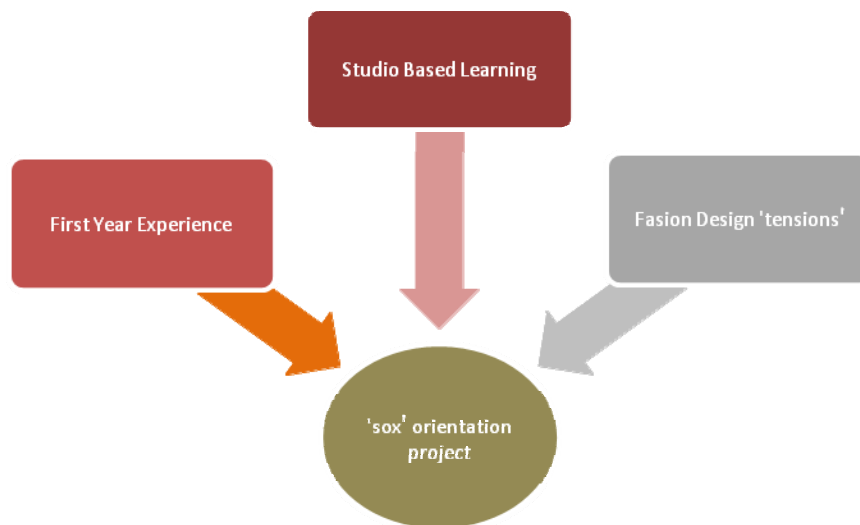


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# 'Sox and the city: introducing first year students to studio based learning, teaching and assessment'

Professor Suzi Vaughan, Creative Industries Faculty, QUT, s2.vaughan@qut.edu.au



Studio Based Learning	<ul style="list-style-type: none"> <li>• Community of practice - legitimate periphery participation</li> <li>• Key components: the project brief, extended contact hours, the final 'crit' (critique)</li> <li>• Learning through doing - reflective practice/iterative cycle</li> <li>• Nature of assessment very different to much 'traditional' university assessment; public and shared versus private and individual</li> </ul>
First Year Experience	<ul style="list-style-type: none"> <li>• Need for meaningful engagement, with demonstrated links to career/progression routes</li> <li>• Importance of a sense of early 'investment' by students in the course</li> <li>• 'Passion for fashion', combined with minimal specialist skills on entry can lead to frustration in first year students as their technical skills (or lack of) can limit the realisation of their conceptual ideas</li> </ul>
Fashion Design 'tensions'	<ul style="list-style-type: none"> <li>• Complex blend of conceptual, technical and business skills</li> <li>• Head/Hands</li> <li>• Expressive/Analytical</li> <li>• Abstract concepts (ideas)/ 3D outcomes</li> <li>• Risk (innovation)/Safety (trust and mutual respect in learning environment)</li> </ul>

